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ABSTRACT

Analysis and comparison of aspects of teaching and teacher education in the United States and the Netherlands involved descriptions and classifications of how students and teacher educators think about teaching and teacher education. A questionnaire was developed and distributed to prospective teachers regarding their reasons for becoming teachers, characteristics of good teachers, and subjects that should be taught during teacher preparation. Several orientation categories (task, child, self, society, and foundations) of reasons and characteristics were identified by the prospective teachers. Tables of findings and the study instrument are appended. (CB)

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IDEAS OF PROSPECTIVE TEACHERS IN THE USA AND THE NETHERLANDS
ABOUT TEACHING AND TEACHER EDUCATION - A CLASSIFICATION

Paper presented at the 1987 ICET

World Assembly

Eindhoven - the Netherlands

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Ideas of Prospective Teachers in the USA and the Netherlands about Teaching and Teacher Education - a Classification

1. Context of the paper

The research mentioned in this paper forms a part of a larger project in which aspects of teaching and teacher education in the USA, the USSR and the Netherlands are analyzed and compared.

The main objectives of a project like this will be to describe and to classify how students and teacher educators think about teaching and teacher education; to see whether certain patterns exist in the way students and teacher educators think about the teaching profession; and to find out whether these patterns - if they exist - differ fundamentally from country to country or seem to be similar when they are further analyzed and generalized. The research might also result in some way or another in improving the teacher education curricula in the countries involved. This paper only deals with the research carried out among **American** students during the spring semester 1986, when the author was teaching at Illinois Wesleyan University (I.W.U.), Bloomington, IL, USA, and among a group of **Dutch** students during the 1986-87 academic year.

2. Prospective teachers in the USA and the Netherlands - the research problem

2.1 The general research problem

The general research problem of the project carried out among American and Dutch students runs as follows: What are the characteristics of a category system that covers the perspectives students in the USA and the Netherlands have as to the teaching profession and the teacher education program, and how can these perspectives be applied to the structure and the content of the teacher education curriculum?

2.2 Specific research problems

The specific research problems, inferred from the general research problems are the following:

- What are the main categories and sub-categories the perspectives of students as to their future teaching profession can be related to?
- What are the differences and similarities between the perspectives students in the USA and the Netherlands have as to the teaching job?
- Do students who want to become a primary teacher differ from prospective secondary teachers as to their perspectives of the future profession?

These specific research questions cover only a small part of the research area indicated by the general research problem. The reason for this restriction is that the data have to be collected by means of a questionnaire of limited size, which has to be conducted during a three months' stay in a foreign country, and relatively short visits to teacher educators' institutions; a pragmatic but important requirement.

2.5 Previous research

Research on the perspectives of students as to different aspects of the teacher profession and the preparation of teachers has been done by many researchers over a long period of time. Especially the reasons why students want to teach have often been object of study (Willcox and Beigel, 1953; Fielstra, 1955; Fox, 1961; Lortie, 1975; Jantzen, 1981; Goodlad, 1984; Joseph and Greene, 1986; Marso and Pigge, 1987). Here a summary is given of the way the data are collected and of the results of the studies as far as important for the research project described in this paper.

Willcox and Beigel (1953) tried to bring to the surface why people enter the teaching profession. They carried out a research project in New York City in a state teachers college for elementary teachers and a university where courses in both elementary and secondary education were offered. Willcox and Beigel did not use a priori stated categories in order to collect data about the research problem. They only asked freshman (pre-student-teaching) students enrolled in the project the question "What particular happening, experience, or occasion first turned your thoughts toward teaching?" They came to the conclusion that "It could be seen that teaching is chosen not merely because of intellectual interest but, more frequently, on the basis of emotional needs" (p. 109). Because of the desirable and undesirable potentialities they suggest the use of personality tests in order to select good teachers.

Fielstra (1955) tried "to discover and to analyze opinions of students who participated in an introductory education course in the University of California, concerning the opportunities they believed to exist and to be important in teaching (...)". The students were asked to rank 14 statements given by the researcher on the opportunities in teaching. Fielstra found that the opportunities most highly ranked were:

1. To help youngsters develop sound values of living, desirable citizenship attitudes, and deep appreciation of the good and beautiful.
 2. To work with children and adolescents and to be an inspirational friend to them.
 3. To make a significant contribution to the preservation and extension of the democratic way of life.
 4. To work in a profession which makes possible and encourages continuous growth while in service.
 5. To work in a subject-matter field of great interest and to help youngsters gain knowledge and skills in that field.
- To have desirable working conditions, such as five-day weeks and long summer vacations.
(Fielstra, 1955, p. 661)

Fox (1961) collected his data at the Northern Illinois University DeKalb, during a period of shortage of teachers in the USA. With help of an opinionnaire he tried to know what factors influenced young people to enter teaching. His opinionnaire consisted of 25 most frequently mentioned factors which prospective teachers listed in autobiographies. The six most important factors according to Fox are:

1. Desire to work with children or adolescents.
 2. Desire to impart knowledge.
 3. Opportunity to continue one's own education.
 4. Desire to be of service to society.
 5. Liking for a particular subject.
 6. Experience in working with youngsters.
- (Fox, 1961, p. 429)

Lortie (1975) collected his data partly from interviews, partly taken from a study done by the National Education Association (NEA). He discovered five reasons to go into teaching:

1. Interpersonal reasons: the desire to work with (young) people.
 2. To be of service: teaching is a valuable service to others.
 3. Continuation in the school setting; fondness for the school setting; a medium for expressing interest.
 4. Material benefits.
 5. Time compatibility; preference for hours and vacation.
- (See Lortie, 1975; Joseph and Green, 1986)

Goodlad (1984) mentions the results of a large research project amongst 956 elementary, junior high, and senior high teachers. According to Goodlad the prime reason for entering teaching of the teachers involved in the project were:

1. The desire to teach in general or to teach a subject in particular (22%).
 2. The idea of teaching as a good and worthy profession (18%).
 3. The desire to be of service to others (17%).
 4. Liking children (15% of the elem. teachers; 11% of the sec. teachers).
- (Goodlad, 1984, p.171)

Jantzen (1981) summarizes in his article five surveys (1946, 1949, 1951, 1956, and 1979) of college students who chose to go into teaching. The data were mainly collected at the California State University, the University of California, and the University of the Pacific. The students were asked to check all items - given by the researcher - which applied in their cases for choosing to become a teacher. Here the ranking of the six most checked items for the 1979 results is given and the trend (up/down) of the items in a longitudinal perspective:

1. I want to teach because of my special interest in dealing with children and/or young people. (females) (up)
I have chosen teaching because it offers a reasonable assurance of an adequate income. (males) (up)
 2. I have chosen to teach because the profession offers a lifelong opportunity to learn. (m/f) (up)
 3. Teaching is my choice because it gives me an opportunity for exercising individual initiatives. (m/f) (up)
 4. The enthusiasm of some former teachers for his work has influenced me. (m/f) (up)
 5. The idea of a long summer vacation for purposes of study, travel, and relaxation helped me to decide. (m/f) (down)
 6. The opportunities for service to mankind has influenced me. (m/f) (up)
- (Jantzen, 1981, p.46)

Joseph and Green (1986) asked the persons they questioned their reasons for entering teaching. The project has been carried out at the Northeastern Illinois University, Chicago with a diverse population students as to age and interest. The research consisted of an exploration of themes partly taken from previous projects (Haubrich, 1960; Lortie, 1975). The result of the research shows the percentage students agree with the statements as to the various themes:

- | | |
|-----------------------|-----|
| 1. People | 97% |
| 2. Service | 90% |
| 3. Continuation | 79% |
| 4. Material benefits | 34% |
| 5. Time compatibility | 48% |

- | | |
|------------------------|-----|
| 6. Stimulation | 90% |
| 7. Influence of others | 43% |
| 8. Psychological | 36% |
- (Joseph and Green, 1986, p.30)

The study of Joseph and Green also gives the implication of the results for teacher education in areas of research and curriculum development. Four conclusions are given:

1. Teacher education institutions need to continue to study teacher motivation.
 2. The age and previous work experience of prospective teachers should be considered.
 3. Recruitment of prospective teachers should involve emphasis on intrinsic motivation.
 4. Teacher education institutions need to be sensitive to the concerns generated by the idealism of their candidates.
- (Joseph and Green, 1986, p.32)

Marso and Pigge (1987) worked with students registered in a education course at Bowling Green State University. They asked the students to rank 15 reasons for choosing teaching. The six most taken are:

- | | |
|--|-----|
| 1. Liking children; to help or to work with children | 85% |
| 2. Former teacher(s) | 61% |
| 3. Prior experience with youth | 52% |
| 4. Work schedule | 34% |
| 5. Love of subject matter | 33% |
| 6. Parents | 32% |

(Marso and Pigge, 1987, p.10)

Summarizing can be said that in all except one (Willcox and Beigel) studies the data are collected with help of questionnaires or interviews with a priori stated themes and categories.

As to the results of the studies, "to help youngsters", and "to work with children" are mentioned by nearly all authors as an important reason to enter teaching. "Personal growth" and "a contribution to society" are given as arguments for choosing teaching by the majority of the researchers. Finally, the survey is restricted to research done in the USA; comparative studies, such as the research carried out by Levy (1985), and Paine and Schville (1986), mainly concentrates on perceptions of beginning teachers.

There are two reasons to enter this area of students' perceptions again. First, a comparative approach might result into new information. Second, because of the development of classification categories during the procedure of the data processing instead of the use of a priori stated classification categories, the results of this study might also be different.

3. Procedure

3.1 Introduction

Data were collected amongst students in the USA and the Netherlands who want to become a teacher in either a primary school or a secondary school. The data are collected by means of an open questionnaire. The data processing consisted of the developments of a category system and the classification of the students' answers as to the various answers put together in the questionnaire. Both parts of the data processing have been done simultaneously.

The research is carried out mainly by the author, teacher at the Department of Applied Theory of Education of the State University Groningen in the

Netherlands. Incidental help has been received from American and Dutch colleagues.

3.2 The subjects - the students involved in the project

The research amongst students in the USA has been done with 52 students taken from five teacher education institutions: Illinois Wesleyan University, Bloomington, IL; Augustana College, Rock Island, IL; Millikin University, Decatur, IL; Bradley University, Peoria, IL; and the University of Maryland. The students of Illinois Wesleyan University were given a course Educational Psychology by the author himself during the 1985/86 academic year. They were asked to fill out the questionnaire at the beginning of the course. The students from the other institutions were asked to fill out the questionnaire by their teacher educators, contacted by the author during the 1986 annual meetings of the American Association of Colleges for Teacher Education (AACTE) and the Illinois Association of Colleges for Teacher Education (IACTE). All students were preparing for a first certificate of education except one. All of them were pre-student-teaching students.

Half of the students involved in the research project are taken from groups preparing to become primary teachers, half of the students were preparing to become a teacher in a secondary school or in both a primary and a secondary school (music students).

The research in the Netherlands has been done with 47 students taken from two different types of teacher education institutions: the Pedagogic Academy for Basic Education (PABO), preparing teachers for primary schools and pre-school education, and the University, preparing teachers for secondary schools. The research has been carried out during the 1986/87 academic year. The PABO students (n=21) preparing to become teachers at primary schools came from the Roman Catholic PABO at Maastricht and the Protestant PABO at Emmen. Two PABO teachers were asked to distribute the students' questionnaire among pre-student-teaching students in their third year of study.

The University students (n=26) came from groups taught by the author at the Groningen State University. They were asked to fill out the questionnaire during the first week of the professional course in their fifth year of study, before they were involved in student-teaching activities. In order to prevent social expected answers from the students taught by the author himself, the questionnaires have been filled out anonymously.

3.3 The questionnaire

In order to collect the appropriate data a questionnaire was used. The questionnaire consisted of questions directly inferred from the specific research questions. In order to stimulate the students to formulate their own ideas, and to prevent that they only should give answers which fit into the researcher's framework, open questions are used (Appendix). The questions asked in the questionnaire focus on the following issues:

- The reasons students have to become a teacher.
- The characteristics of a good teacher.
- The activities, subjects or themes which should be taught during teacher preparation.

These questions are meant to serve as a vehicle to solve the specific research questions mentioned above (2.2) and the general research problem (2.1).

The questionnaire was originally written in Dutch. The first version was tried out among small groups of student in Holland. Comments were also

asked from colleagues in the Netherlands. The final product was translated into English.

Before using the questionnaire among American students, the questions were slightly abridged and adapted to the situation in the USA. The final American version on its turn has been used as a model for the questionnaire used among the Dutch students.

3.4 Data processing

As to the various questions asked in the questionnaire categorizations of the answers are carried out, resulting in four **tables** for each country involved:

Table 1: The reasons of students to become a teacher.

Table 2: Society related reasons of students to become a teacher.

Table 3: Qualities of a good teacher according to the students.

Table 4: Teacher education - subjects, themes, activities.

The categories for categorization used to divide the students' answers into a limited number of groups, were not made in advance. They have been developed gradually during the process of categorization.

The process of category development can be divided into two parts. During the first part, which can be considered **intuitive**, the researcher tried to find similarities between the answers given by the student, and to label groups of similar answers.

The more the categories and sub-categories became visible, the more the process turned from intuitive towards **analytical**. This second phase can be characterized by the formulation and the re-formulation of categories and sub-categories, a process in which the key-concepts of various teacher task analyses, carried out in Holland and elsewhere, were used frequently (Treffers, 1985). The students' answers spread over the various categories were further analyzed with help of the additional information given by the students when more details were required in the questionnaire. This resulted in many cases into a re-classification of the answers. In some cases it became clear that the first part of an answer should be put into one sub-category, the second part of the same answer into another.

The categories used to classify the students' answers on the various questions, although different at the beginning of the process, became more and more similar during the process of category development. As to the three major questions of the questionnaire (See 3.3) finally one uniform classification system evolved, applicable to the various questions mentioned in the questionnaire (See Tables 1/4).

Parts of the categorization have been carried out by the author and a second, **independent researcher**, who classified the students' answers according to specific rules drawn up by both the author and the second researcher. This never has led to changes as far as the major categories are concerned. Slight adaptations were made as to the definitions of the sub-categories. In some cases two sub-categories were combined or an answer has been moved from one category into another.

The **figures** given in the various tables are meant to indicate roughly the size of the groups formed by related answers. Although the numbers of students involved in the project in both countries are nearly the same, and the numbers of primary and secondary students within each country are almost equal, the figures are not used for statistics. An open questionnaire, the plural character of the answers given, combined with a process of category formation characterized by interaction between preliminary ideas of the author and the concrete answers of the students, make the figures unsuitable for the statistical analysis.

The figures are used only as a basis for a conclusion when the differences between groups are large and evident. In other cases the figures function only as indicators for hypothesis of refined research.

4. Results

4.1 Introduction

The results are shown in four tables for both countries involved in the research project. In this paragraph in the first place remarks are made as to the categories and sub-categories distinguished in the tables. In the second place comments are made as to striking similarities and differences between the American and Dutch students, and between the students who want to become a primary teacher (p) and students who want to go into secondary education (s). As far as similarities and differences are concerned, the remarks focus only on the three main questions, mentioned in the questionnaire:

- Why do you want to become a teacher? (Table 1 and 2)
- What characterizes a good teacher? (Table 3)
- Which subjects, themes and activities should be taught? (Table 4)

4.2 Categories and sub-categories

During the process of **categorization** categories are developed which can be used to classify the answers of the students on the three issues raised in the questionnaire. The categories are applicable to the categorization of the answers given by both the American and Dutch students, and to students who want to become a primary teacher as well as to students who prepare for secondary schools.

In the category system finally achieved by the process, and applicable to the various questions, the object or the action towards which the answers are directed, is fundamentally. Two opposite poles can be distinguished: the category of child oriented answers and the category of self(ego) oriented answers. Task oriented answers forms the central body of the categorization. Society oriented and foundations (philosophies) oriented answers are the minor groups. In some cases it turned out to be better not to separate the categories strictly, but to use a classification system in which the various categories move gradually into each other. This means that the categories between the opposite poles on the line child oriented / self oriented are the following:

- pupil oriented
- pupil and task oriented
- task and self oriented
- self oriented.

It also turned out to be possible to define a limited number of **sub-categories** within each category. Defined in the way it has been done in the various tables, we can use practically the same sub-categories for the American and Dutch students, and for prospective primary and secondary teachers.

The fact that the same category system could be developed to classify the answers given by various groups, indicates the existence of fundamental similarities between the groups involved in the research. Differences between the two countries and between groups within the countries can be described in terms of diversity within the sub-categories. These differences can be both qualitative and quantitative.

4.3 Reasons why students want to become a teacher

As we have said already, the reasons why students in the USA and the Netherlands want to become a teacher can't be spread over categories which are strictly separated. For that reason we have chosen for a category system in which the categories "pupil oriented", "task oriented" and "self oriented" gradually change into each other (Table 1). In the eyes of the students "task oriented" reasons always have either a pupil oriented or a self oriented dimension. The "foundation oriented" reasons are seldom given by the students as a reason to become a teacher. "Society oriented" reasons are only given by the American students as one of the two main reasons to become a teacher.

As the category of **pupil oriented reasons** Dutch students score high compared with the Americans. In both countries future primary teachers score higher as to "contact with children" than prospective secondary teachers.

As to the category of **pupil and task oriented reasons** as a whole American and Dutch students score almost equal, but within this category the Americans stress the counselling aspects and the Dutch students the teaching tasks. Within both countries this category is more important for the prospective secondary teachers.

The **task and self oriented reasons** are more found among Dutch students; within both countries they are equally spread over future primary and secondary teachers.

The **society related reasons** to become a teacher are in some cases underlined by the American students only. For the Dutch students society related reasons never form the main reason to become a teacher (Table 1). When we consider all society related reasons given by the students, the picture is more diverse. A fair number of American students relate their reasons to become either a primary or a secondary teacher in one way or another with the (American) society. Dutch prospective secondary teachers however are influenced by the actual economic situation. Future primary teachers are less motivated by the social aspects of education than students who aim at secondary education.

4.4 Qualities of a good teacher

In both countries the qualities of a good teacher can be described with help of three categories: "pupil oriented qualities", "task oriented qualities", and "personal qualities". Also a "gradual" category system could be used here, but the necessity is less evident compared with the categorization described in the previous paragraph (Table 3).

Pupil oriented qualities are much more stressed by students in the USA than by students in the Netherlands. They score very high among future primary teachers in America. As to this point there is a striking difference between future primary teachers in the USA and their colleagues in the Netherlands.

Task oriented qualities of a teacher are very important for the Dutch students. Within this category Dutch students pay much attention to class management and relational qualities and qualities related with the process of teaching, compared with the importance they give to teaching content. As to these aspects of teaching oriented qualities American students score equally. Teaching content is more important in the USA than in the Netherlands. This point scores higher among future secondary teachers than among prospective primary teachers. It is almost neglected among PABO students in the Netherlands.

4.5 Which subjects, themes and activities should be taught?

The subjects, themes and activities which should be taught in a teacher education program mentioned by American and Dutch students can be classified into four categories: "pupil oriented", "task oriented", "self oriented" and "foundation oriented". In both countries the category of task oriented subjects, themes and activities comprises the majority of the answers (Table 4).

Within the category **task oriented activities** the training of teaching skills are seen by American as well as Dutch students as very important activities. For the Dutch students they form the most important sub-category. In the USA only the sub-category "classroom management and relational skills" scores higher. The sub-category "curriculum content" scores relatively low in both countries, especially amongst prospective secondary teachers.

Self oriented activities are felt less important in both countries, but especially by the group of future primary teachers. The Dutch students better indicate what kind of counselling and feedback they expect than the American students do. Dutch students want to get feedback as to their teaching behaviour, and expect help in solving personal problems related to teaching.

Table 4 seems to indicate that **foundations of education** form a point of interest among future secondary teachers, however this category of activities, subjects and themes as whole scores relatively low compared with the other categories.

5. Conclusions as to the general research problem

5.1 Characteristics of the category system

A category system could be developed that covers the answers of future elementary teachers in the USA and the Netherlands given on the following questions:

- What are the reasons to become a teacher?
- What are the characteristics of a good teacher?
- What should be taught during teacher preparation?

The categories can be characterized by the **objects or actions** the student answers are directed on:

- child oriented answers
- task oriented answers
- self oriented answers
- society oriented answers
- foundations oriented answers

Within the category system two opposite poles can be distinguished: child oriented answers and self (ego) oriented answers. The results however indicate that the categories meant to classify the students' answers can better be defined in a way that they move gradually into each other. A three dimensional classification system might be developed in order to extend the number of lines which the categories for classification gradually can move into each other. The advantage of a three dimensional category system will be that the categories "society oriented" and "foundations oriented" are more integrated in the system as a whole.

Categories characterized by an action and an object or person the action is directed on, are not systematically used in the research described earlier (paragraph 2.3.). Because of the action-object combination the categories developed in the present study can be used to categorize in most cases both the formal arguments or reasons given by the students, and the emotional background of the answers, a point stressed by Willcox and Beigel, Joseph and Green and others.

5.2 The application of the results in teacher education

The category system developed in this study can be used for curriculum development. More in particular the system can be used to construct a curricula in which equivalent attention is paid to various important areas distinguished in teacher education.

In a teacher education program that takes the professional development of the student as a leading principle for curriculum development, the results of the study can be used to schedule the various topics. Points students are motivated for can be introduced first. Points not within the horizon of the students, but important in the eyes of the staff, can be introduced subsequently and gradually. This can be illustrated with an example derived from the tables:

Teacher education courses for future **primary teachers** better start with subjects, themes and activities related to children, or related to teaching activities which have a child oriented dimension. Feedback as to teaching behaviour has to be introduced gradually during the course. Classes for future **secondary teachers** can best be organized around teaching activities with teacher (self) directed aspects or pupil oriented aspects. This group probably accepts feedback as to teaching behaviour more easily, compared with students preparing for primary schools. Theoretical knowledge about children can better be introduced in the second part of the course.

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Table 1^a - The underlined answers given by American students on the question "Mention a few reasons why you would like to become a teacher; underline the most important one".

(p=primary; s=secondary; t=total)

category	reasons to become a teacher	respondents		
		p	s	t
pupil oriented reasons	<u>contact and care</u>	11	3	14
	-to love, to care children	2		2
	-to work with children, people	4	2	6
	-to interact with children	1		1
	-to give them satisfaction	2		2
	-to benefit others		1	1
	-to be sensitive to the thoughts and feelings of children	2		2
	<u>responsibility</u>	3		3
	-to give children the best education as possible	2		2
	-to initiate a child's total development	1		1
pupil and task oriented reasons	<u>to help and to encourage children</u>			
	-to help children	6	10	16
	-to develop interest in learning	2	1	3
	-to experience the feeling of achievement		1	1
	-to discover information on a subject		1	1
	-to grow academically, aesthetically, physically	1		1
	-to establish individual needs, values, goals		1	1
	-to develop abilities, talents		2	2
	-to learn and understand	1	3	4
	-to learn about themselves		1	1
	-to see education is necessary	1		1
	-to face the world	1		1
	<u>to teach children</u>	1	3	4
	-to share knowledge	1	2	3
	-to teach; to instruct		1	1
	<u>the kind of work</u>	9	9	18
	-personal satisfaction seeing children learn	6	4	10
task and self oriented reasons	-personal satisfaction in what you are doing	2	1	3
	-challenge	1	1	2
	-stimulating, exiting environment		3	3
	<u>personal reasons</u>	1	4	5
	-teaching will smooth my rough edges	1		1
	-interest in the subject matter		3	3
	-to stay young		1	1
	<u>to contribute to human society</u>	2	4	6
	-to make persons productive in the society		1	1
	-to foster communication in the society		1	1
society oriented reasons	-to educate the future of America	1	2	3
	-education is the most important institution we have	1		1
	<u>interest in the system of education</u>		1	1
	-education is an important part of life		1	1

Table 1^b - The underlined answers given by Dutch students on the question "Mention the reasons why you would like to become a teacher; underline the most important one".

(p=primary; s=secondary; t=total)

category	reasons to become a teacher	respondents		
		p	s	t
pupil oriented reasons	<u>contact</u>	19	11	30
	-to have contact with children, adolescents, adults, groups	19	11	30
	<u>responsibility</u>	2	2	4
	-the school has to be a good environment for children	1	2	3
	-to be responsible for children	1		1
pupil and task oriented reasons	<u>counselling</u>	2		2
	-to help children to become independent	1		1
	-to contribute to the child's education; social contact	1		1
	<u>to teach others</u>	5	10	15
	-to transfer subject matter to others; transfer of learning	5	7	12
task and self oriented reasons	-to pass useful knowledge on to children		2	2
	-to develop interest		1	1
	<u>the nature of the profession</u>	17	16	33
	-funny, pleasant work	3	2	5
	-responsible	2	1	3
	-creative	2	1	3
	-satisfactory		2	2
	-diversified	4	4	8
	-independent	3	2	5
	-challenging		2	2
society oriented reasons	-pleasant atmosphere	3	2	5
	<u>personal reasons</u>	3	7	10
	-to keep up		1	1
	-personal development	1	1	2
	-dealing with language, culture and country		2	2
	-a lot of spare time	2		2
	-I don't like to be unemployed		2	2
	-to earn money; to meet the cost of living		1	1
	<u>interest in teaching methods</u>		1	1
	-to experiment with various teaching procedures		1	1

Table 2^a - Society-related reasons to become a teacher, given by American students answering the question "Mention a few reasons why you would like to become a teacher".

(p=primary; s=secondary; t=total)

category	reasons to become a teacher	respondents		
		p	s	t
society related reasons	<u>formulated in general terms</u>	5	6	11
	-teachers are a necessary and important part of the society	1	1	2
	-the society needs people who care about the kids	1	1	1
	-education is our future	1	1	2
	-to develop world leaders	1	1	1
	-the social system relies on the school system to raise our children	1	1	1
	-the US needs good teachers	1	1	1
	-education of our youth is vital to the survival of our society	1	1	1
	-it is a prime tool for communication amongst members of our society	1	1	1
	-with increasing world problems, it is important for teachers to be caring	1	1	1
	<u>formulated in terms of personal contribution</u>	2	4	6
	-I can make a contribution to the society	1	1	2
	-I can help to prepare children to face the world	1	1	1
	-I help young children to be productive in the society	1	1	1
	-to help children cope with and be knowledgeable about society	1	1	1
	-it is my part in society to guide others and act as a role model	1	1	1

Table 2^b - Society-related reasons to become a teacher, given by Dutch students answering the question "Mention the reason why you would like to become a teacher".

(p=primary; s=secondary; t=total)

category	reasons to become a teacher	respondents		
		p	s	t
society related reasons	<u>formulated in general terms</u>	1	1	2
	-to contribute to the education of children leads to social contacts	1	1	1
	-education is an important aspect of the human society	1	1	1
	<u>formulated in terms of personal contribution</u>	1	2	3
	-to pass knowledge on to children which is useful in the society	1	1	1
	-through literature education I can contribute against technocracy and specialization in the society	1	1	1
	-you have a social task at the same time	1	1	1
	<u>formulated in terms of personal interest</u>	6	6	12
	-teaching is nearly the only profession for linguists	3	3	6
	-is it not very social to be on the dole	1	1	1
	-teaching can be done as a part-time job	1	1	1
	-a good social security-system	1	1	1

Table 3a - The underlined answers given by the American students on the question "What kind of a teacher would you like to become? Indicate in five separate points what characterizes a good teacher according to you; underline the two main points". (p=primary; s=secondary; t=total)

category	qualities of a good teacher	respondents		
		p	s	t
pupil oriented qualities	<u>empathetic qualities</u>	24	15	39
	-caring	6	5	11
	-like and enjoy children	2		2
	-dedicated; attentive to every child's emotional and academic needs and problems	10	5	15
	-patient	3	1	3
	-conscientious aware of each student and their abilities and backgrounds	1	1	2
	-open minded to children's ideas; flexible	1	3	4
	-able to identify with the students and to see things from their perspectives	1		1
	-knowledgeable of stages and phases children undergo	1	1	
	<u>class management and relational qualities</u>	7	12	19
task oriented qualities	-deals well with people; good communication	1	6	7
	-respectful of students as human beings		1	1
	-positive classroom management	1	2	3
	-not phony or too authoritative	1	1	1
	-develops a good climate	3		3
	-consistent behavior, rules, expectations	1		1
	-fair; a student shouldn't be considered better or worse		2	2
	-honest; let students know where they stand and what is expected from them		1	1
	<u>teaching process</u>	11	5	16
	-motivating; energetic	5	2	7
	-good instructor; good speaker	2	1	3
	-effective; effective teaching techniques	1	1	2
	-good facilitator of learning; helps children to learn	1	1	2
	-innovative as to new methods and styles; creative with ideas	2		2
	-enthusiastic for teaching	6		6
	<u>teaching content</u>	6	15	21
	-knowledgeable; knowing the subject matter		11	11
	-being credible	1		1
	-maintains high standards		1	1
personal qualities	-prepared; organized	4	2	6
	-responsible as to the subject matter	1		1
	-it takes a balance of acquired knowledge and just personality to be good		1	1
	<u>basic attitude</u>	1	4	5
	-positive outlook towards life in general	1		1
	-willing to keep on learning		1	1
	-intelligent		2	2
	-good example to students		1	1

Table 3b - The underlined answers given by Dutch students on the question "What kind of a teacher would you like to become? Indicate in five separate points what characterizes a good teacher according to you; underline the two main points". (p=primary; s=secondary; t=total)

category	qualities of a good teacher	respondents		
		p	s	t
pupil oriented qualities	<u>empathetic qualities</u>	4	5	9
	-attentive to children; being alive to the child's individual needs; understanding children	3	3	6
	-to be alive to the child's problems not related to the lessons		1	1
	-patience	1	1	2
task oriented qualities	<u>class management and relational qualities</u>	21	18	39
	-deals well with people/children/groups	5	3	8
	-able to create a pleasant learning environment; sets at rest	10		10
	-authority; good discipline		7	7
	-clarity as to his personal opinions		2	2
	-gives guidance to the class; not authoritative	3	2	5
	-respectful as to children's thoughts and ideas, reasonably authoritative	1	3	4
	-just; consistent behavior, consider all pupils equal	2	1	3
	<u>teaching process</u>	11	28	39
	-is a good instructor; able to pass knowledge on to children; explains clearly	3	15	18
	-is able to relate the subject matter to the ideas and thoughts of the children; able to meet individual differences	7	3	10
	-motivating, energetic, inspires		10	10
	-able to use illustrative teaching materials	1		1
	<u>teaching content</u>	1	11	12
personal qualities	-knowledgeable; many-sided	1	1	2
	-radiates authority; convincing		2	2
	-enthusiastic as to the subject matter		8	8
	<u>basic attitude</u>	1	3	4
	-a good sense of humour		2	2
	-open minded		1	1
	-high spirits	1		1

Table 4^a - Subjects, themes and activities underlined by the American students answering the question "Mention five activities, subjects or themes to which you feel should be taught as part of your preparation to become a teacher. Underline the two most important ones".
(p=primary; s=secondary; t-total)

category	subjects, themes and activities	respondents		
		p	s	t
pupil oriented	<u>information about children</u>	16	8	24
	-understanding the whole child	2		2
	-child development; ages and stages of children's growth	3	1	4
	-norms and values of children	1		1
	-educational psychology; the learning process	3	4	7
	-special education; problems of children; discussion on touchy problems	4	2	6
	-dealing with parents' committee; extra curricular duties	3	1	4
task oriented	<u>classroom management and relational skills</u>	18	17	35
	-management and maintenance; discipline	16	8	24
	-consistency		1	1
	-how to balance between informal discipline and unruliness		1	1
	-communication; learning to deal with students; gaining trust	7		7
	-making the classroom conducive for teaching and learning or too authoritative	2		2
	<u>teaching</u>	12	14	26
	-observation as a preparation for student teaching; keeping a journal to record observations, thoughts and ideas	3	3	6
	-simulation; speaking in front of people; teaching small groups; teaching at a one on one basis	2	2	4
	-teaching classes; experience in teaching all subjects; part time student teaching; work in different classes	7	9	16
	<u>teaching skills</u>	13	18	31
	-planning, preparation; organization, time management	7	7	14
	-means and methods of motivation and reinforcement	1	2	3
	-questioning skills, leading discussions	3	1	4
	-evaluation techniques		2	2
	-certification procedures		1	1
	-how to develop a self concept		1	1
	-teaching techniques		2	2
	-use of school resources; materials preparation	2	2	4
	<u>curriculum content</u>	10	6	16
	-methods of teaching a subject (reading, math, science, music, gym); relation of theory and practice	10	2	12
	-knowledge of the subject		4	4
self oriented	<u>counseling and feedback</u>	3	10	13
	-how to deal with disappointments		1	1
	-getting to know yourself; discovering your own limits	1	2	3
	-personal development in major field; find out what you need to learn more of		2	2
	-to develop and receive new ideas	1		1
	-critique from the teacher; feedback	1	3	4
	-learning to feel comfortable in front of the class		1	1
foundations oriented	<u>foundations of teaching</u>	1	5	6
	-philosophy of education		2	2
	-theories of education		1	1
	-alternative methods of teaching		1	1
	-discussion of teaching related issues		1	1

Table 4^b - Subjects, themes and activities underlined by Dutch students answering the question "Mention five activities, subjects or themes to which you feel should be taught as part of your preparation to become a teacher. Underline the two most important ones".
(p=primary; s=secondary; t-total)

category	subjects, themes and activities	respondents		
		p	s	t
pupil oriented	<u>knowledge about children</u>	19	5	24
	-social and psychological backgrounds; psychology of learning and developmental psychology	5	3	8
	-problem children	2		2
	-to learn how to apprehend children and classes	2	1	3
	-attention to a specific age-group	5		5
	-to go visiting parents, parent conference, school parties, committee meetings	6	1	7
task oriented	<u>classroom management and related skills</u>	9	17	26
	-discipline		11	11
	-classroom organization; keeping everything under control	6		6
	-counselling; how to deal with children; interaction	3	6	9
	<u>teaching</u>	10	16	26
	-observation; discussions about the lessons observed	5	3	8
	-speaking in front of a group; micro-teaching		4	4
	-teaching classes; experiences with various teaching activities; to experience teaching as "a teacher"	5	9	14
	<u>teaching skills</u>	22	25	47
	-transfer of learning; learn how to explain	3	9	12
	-teaching oriented activities at the institute, training of skills	5	1	6
	-instructional planning, objectives, lesson plan	5	7	12
	-motivation, how to hold the attention, how to relate the lesson to topical subject	2	4	6
	-how to diversify; how to use various teaching procedures	7	2	9
	-the use of teaching materials		2	2
	<u>methods of teaching</u>		7	7
	-theory of education and teaching; interaction		7	7
	<u>teaching content</u>	8	2	10
	-key curriculum, content of the lessons, to keep up with developments in your subject matter area	5	1	6
	-cultural background of the topics taught in the lessons	1		1
	-translation of subject matter into teaching content		1	1
	-topic oriented teaching, project education	2		2
self oriented	<u>counselling and feedback</u>	1	19	20
	-feedback as to teaching and behavior; the impression you make on children; mistakes, advises, sympathetic counselling	1	12	13
	-counselling as to personal problems; to overcome fear and nervousness; to learn how to relax in a group; to develop self-confidence		6	6
	-knowing what you are up against		1	1
foundations oriented	<u>educational management</u>	1	2	3
	-survey of institutions and acts		1	1
	-school management; parent teacher association	1		1

Appendix

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Form and content of teacher training courses in the Soviet Union, the United States of America, and the Netherlands

Questionnaire students

1. General data

1.1 Name:

1.2 Institution:

1.3 Major:

1.4 The course which you are following at the moment prepares you for a job as a teacher in the field of:

- ☐ primary education (elementary school)*
- ☐ secondary education (high school)*

1.5 The course which you are following at the moment prepares you for a teaching job in the subject(s)

1.6 You are working on:

- ☐ your first certificate of education*
- ☐ a second certificate of further graduate work*

1.7 The certificate with which the subject schooling is completed:

- ☐ Bachelor's*
- ☐ Master's*
- ☐ Doctorate*

2 The teaching profession

2.1 Mention a few reasons why you would like to become a teacher; underline the most important one:

-
-
-
-
-

2.2 Please comment further on the underlined reason.

2.3 What kind of a teacher would you like to become? Indicate in five separate points what characterizes a good teacher according to you; underline the two main points:

-
-
-
-
-

2.4 Please comment further on the two underlined points.

3 The teacher education

- 3.1 Mention five activities, subjects, or themes to which you feel should be taught as part of your preparation to become a teacher. Underline the two most important ones. Answer this question both for student teaching and for those courses taught on campus:

student teaching activities

-
-
-
-
-

course activities

-
-
-
-
-

- 3.2 Could you indicate as for the underlined answers why you consider these activities, subjects, or themes so important?

4. Rounding off

This questionnaire tries to bring to the surface the students' views on the teaching profession and on the teacher education. Do you have any views which were insufficiently raised in this questionnaire? If so, please state them.